Selected papers from the Fifth CELC Symposium for English Language Teachers

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First published: December 2016
Keynote Address

1. Negotiating Diversity in English Language Teaching: A Tragedy in Four Acts
   Suresh Canagarajah

Curriculum and Pedagogy

2. English Across the Curriculum: Fostering Collaboration
   Shari Dureshahwar Lughmani, Sheena Gardner, Julia Chen, Hebe Wong, and Lucy Chan

3. Developing a Strategic Task-based Grammar Curriculum in CLT: A Practitioner’s Insight
   Sylvia S. C. Sim

4. Smart Talk: Enabling Ideas to Take Flight
   Tan Su Hwi and Lee Gek Ling

5. Double Construction in Translation and Its Effect as a Learning Tool
   Bing Lv

Theory and Concept I: Teaching Language

6. The Nature of Authenticity in English as a Foreign Language: A Comparison of Eight Inter-related Definitions
   Richard Pinner

7. On Multiple Literacies and Language Learning: Video Production and Embodied Subjectivities
   Joff P.N. Bradley and David R. Cole

Theory and Concept II: Investigating Writing Instruction

8. Investigating the Effect of Teaching Embedded Rebuttals on Students’ Argumentative Essays: A Preliminary Study
   Jonathan Kum Khuan Tang, Jeffrey Chi Hoe Mok, and Sirinut Sawatdeenarunat

9. Characterizing the Metadiscourse of the Pure Math PhD Thesis
   Lee Ming Cherk
The Centre for English Language Communication (CELC) held its fifth Symposium at the Stephen Riady Centre, University Town, National University of Singapore, from 25-27 May 2016. Symposium 2016 gathered 189 researchers and educators from 22 countries in the pursuit of scholarly dialogue on the theme Strengthening Connectivities in ELT: Pedagogies, Disciplines, Cultures.

In discussing this theme, we examined how ELT, in higher education today, is multi-pedagogical, interdisciplinary and intercultural. We heard papers that focused on connections between different disciplinary ideas and methods as well as socio-cultural, institutional and digital contexts that variously shape and are, in turn, enhanced by pedagogical engagements within the language and communication classroom. Our discussions also examined the diversity of learners and cultures within our institutions as well as initiatives such as ‘English across the curriculum’ which have linked English language professionals with their colleagues from other disciplines.

This volume represents a small percentage of the ideas disseminated during the various Symposium sessions but it covers a wide range of topics such as negotiating diversity in English language teaching, curriculum and pedagogy as well as how theory and concept relate to both teaching language and investigating writing instruction. We hope that it will serve as a useful resource and reference to all those involved in building connections within and outside of English language classrooms.

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